



Satchel Ford Elementary

5901 Satchel Ford Road
Columbia, SC 29206

Grades	K-5 Elementary School	
Enrollment	641 Students	
Principal	Connie Derrick	803-738-7209
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

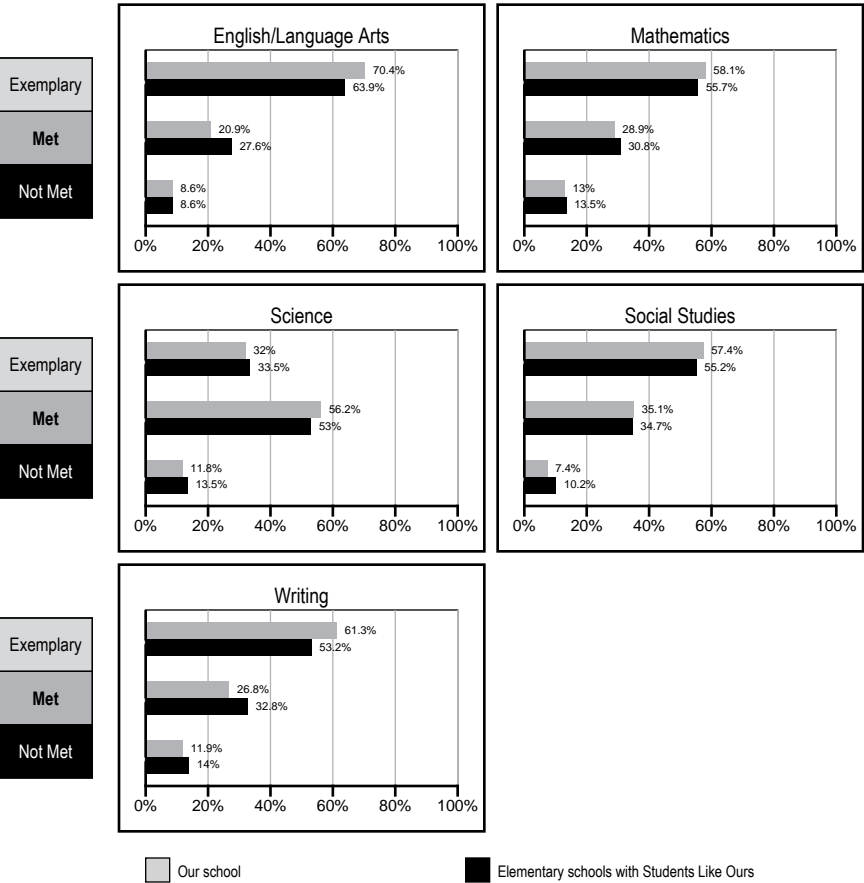
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	1	0	0	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

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School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=641)				
First graders who attended full-day kindergarten	94.2%	Down from 100.0%	100.0%	100.0%
Retention rate	0.9%	No Change	0.6%	0.9%
Attendance rate	96.7%	Down from 97.0%	96.8%	96.3%
Served by gifted and talented program	19.3%	N/A	14.3%	7.2%
With disabilities	13.0%	N/A	9.3%	12.4%
Older than usual for grade	1.4%	N/A	0.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	58.7%	Up from 56.5%	67.3%	62.5%
Continuing contract teachers	69.6%	Down from 73.9%	81.4%	83.3%
Teachers returning from previous year	88.8%	Down from 91.3%	90.4%	88.3%
Teacher attendance rate	93.7%	Down from 96.0%	95.1%	95.0%
Average teacher salary*	\$50,353	Down 0.5%	\$49,461	\$48,193
Professional development days/teacher	10.8 days	Down from 10.9 days	10.8 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	No Change	20.9 to 1	20.1 to 1
Prime instructional time	90.0%	Down from 92.4%	91.1%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,476	Up 0.7%	\$6,964	\$7,364
Percent of expenditures for instruction**	78.0%	Up from 77.9%	69.0%	68.0%
Percent of expenditures for teacher salaries**	75.0%	Down from 75.5%	68.5%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The staff at Satchel Ford strives to improve the academic achievement for all students, with a continual focus on improving school safety, student health and technology in the classrooms. The School Improvement Council (SIC) worked closely with school administration and the district facilities department to design a front entrance to increase the safety of the building. A set of security doors were installed that require the office staff to approve all visitors requesting to enter the building. Also, the office was remodeled to increase visibility to the front entrance. Through the second year of the NFL Fuel UP to Play 60 grant, health fairs and physical activity sessions were implemented to increase student understanding of living a healthy lifestyle. PTO undertook a new fundraising initiative called "Boosterthon" that focused on fitness, leadership and character development. It was such a success that plans are being made for the next school year. Also, in response to parental concerns about making lunches more nutritional and appealing, the kitchen is being renovated to enable food to be cooked on-site rather than being delivered from an off-site location. In the area of technology, PTO purchased an I-pad lab for student use in the classrooms, with plans for additional technology purchases to be made during the 2013-2014 school year.

Since 2004 Satchel Ford has been recognized as an Arts in Basic Curriculum (ABC) School by the South Carolina Arts Commission. Satchel Ford also has been a nine year recipient of the SC State Department of Education's Distinguished Arts Program (DAP) grant. This grant money, along with funds raised by the Brave Arts Boosters, was utilized to support the arts program by funding a portion of the dance teacher's position. For the sixth consecutive year, the second grade wrote its own opera, Fuel Up and Get Fit. Under the direction of Nicholas Smith, the former conductor of the SC Philharmonic, students wrote raps and lyrics to songs, created and choreographed dances, and developed instrumental percussion pieces to represent topics involving health and wellness.

Satchel Ford teachers continue to offer clubs for students before and after school hours. Students participated in the Book Club, Safety Patrol, Chorus, Recycling Club, Student Council, the Video Production Club, Girls on the Run and Fuel UP to Play 60 Fitness Club. This year the Singing Sensations, a new club made up of fourth and fifth grade boys, was added. This club performed at many community events including Relay for Life. Again this year, selected Grade three - five students in the Braves Aftercare program performed in the steel drum band.

Satchel Ford was again honored by the School Board of Commissioners for raising the most money for Walk for Life and Relay for Life, two separate events that support the American Cancer Society. Satchel Ford raised \$7250 for the Walk for Life and was honored as a Relay for Life Gold Team for raising over \$5,200.

For the 2013-2014 school year, the faculty has decided to continue to focus on literacy instruction to support continued teacher growth and development.

Peter Balthazor, SIC Chairperson

Connie D. Derrick, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	91	66
Percent satisfied with learning environment	95.7%	96.7%	92.4%
Percent satisfied with social and physical environment	95.7%	96.7%	95.5%
Percent satisfied with school-home relations	100%	93.4%	89.5%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	88.5
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Satchel Ford Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	692.8	682.2	647.7	678.5	100.0	100.0
Male	680.8	677.9	648.3	683.5	100.0	100.0
Female	703.6	686.0	647.1	674.2	100.0	100.0
White	705.8	700.1	659.6	696.0	100.0	100.0
African American	656.6	636.1	615.3	629.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	629.0	620.6	606.6	644.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	659.8	635.3	618.6	634.8	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	107	100	4.9	10.8	84.3	95.1
	4	109	99.1	8.8	21.6	69.6	91.2
	5	117	100	10.8	27	62.2	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	103	100	10	8	82	90
	4	112	100	5.7	28.6	65.7	94.3
	5	103	100	11.1	26.3	62.6	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	107	100	11.8	20.6	67.6	88.2
	4	109	99.1	16.7	25.5	57.8	83.3
	5	117	100	12.6	41.4	45.9	87.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	103	100	13	27	60	87
	4	112	100	11.4	26.7	61.9	88.6
	5	103	100	15.2	34.3	50.5	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	53	100	20.4	42.9	36.7	79.6
	4	109	99.1	13.7	62.7	23.5	86.3
	5	58	100	18.5	50	31.5	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	51	100	12	60	28	88
	4	112	100	8.6	52.4	39	91.4
	5	53	100	20	58	22	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	55	100	9.3	24.1	66.7	90.7
	4	108	99.1	7.9	45.5	46.5	92.1
	5	59	100	12.3	36.8	50.9	87.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	52	100	6	20	74	94
	4	111	100	8.7	45.2	46.2	91.3
	5	50	100	8.2	28.6	63.3	91.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	118	98.3	15.3	18	66.7	84.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	104	100	14.9	15.8	69.3	85.1
	4	111	99.1	7.7	33.7	58.7	92.3
	5	103	98.1	13.4	30.9	55.7	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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